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A teacher trainee needs to acquire skills which will allow him to make the transition from teaching theory to classroom practice successfully; these skills, based on observations of effective teachers and incorporated into a performance curriculum, not only help implement major goals such as individualized instruction and inductive teaching, but also include seemingly trivial skills (lecturing, discussion leading, small group organizing and directing) which will, however, impede the important goals if not performed successfully. The teacher trainee can be introduced to the criteria of various skills through videotaped models, which can be followed by microteaching. The trainee should also be encouraged to become a professional decisionmaker, deciding--working towards competence in the skills--when to use them in his classroom. A performance curriculum is also helpful for trainee should also be encouraged to become a professional decisionmaker, deciding--while working towards competence in the skills--when to use them in his classroom. A performance curriculum is also helpful for the trainee's supervisor as it provides him with a focus for evaluating as well as training the student teacher or intern. More research is needed to define the criteria of skills and discover the best ways of presenting them. (Outlines of Stanford University's general and foreign language performance curriculums and of the criteria for two particular skills are included.) (LP)

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THE SECOND ANNUAL FLORENCE B. STRATEMEYER LECTURE

A PERFORMANCE CURRICULUM FOR TEACHER EDUCATION

JAMES M. COOPER, STANFORD UNIVERSITY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A PERFORMANCE CURRICULUM FOR TEACHER EDUCATION

by

James M. Cooper

In the public image of recent developments in education - team teaching, flexible scheduling, curriculum development, and building design, to mention a few - the area of teacher education has been somewhat neglected. The purpose of my speech is to describe an innovation in teacher education, a performance curriculum for teachers.

Let us look at a typical high school English class on the day that oral reports are to be given. A few weeks earlier the teacher, Miss Smith, had discussed several points with each student who was to give an oral report. She had screened the topic each student had selected to be sure that each was significant and relevant to the topic of early 19th century American literature. She had clarified with each student his responsibilities regarding the breadth and depth of the report and had each student check with the librarian to insure that adequate information on the topic was available. She had also encouraged the students to make their reports more interesting by using A-V devices in their presentations. She had met with the students as a group and had instructed them in some rudimentary public speaking techniques. The students were also told the basis on which they would be graded.

The day before the reports were to be given, Miss Smith had informed the rest of the class of their responsibilities during each report, so each student in the class knew he was to listen attentively and to be prepared to question the speaker. On the day of the reports, Miss Smith introduced each speaker and his topic, explaining to the class how this topic related to the unit as a whole. She had also made arrangements with the A-V department to have an over-head projector in the room, because two of the students wanted to show some slides they had prepared. It was also clearly explained

to the class that they were expected to observe the usual standards of discipline and respect toward each student reporter.

The students were attentive during the reports. Each of the reporters had done a commendable job in preparing his report, and the students had prepared many excellent questions on the topics. Many of the students left the room at the end of the hour discussing Edgar Allen Poe, the subject of one of the most interesting reports. The lesson had been a success.

This was the first time Miss Smith, an intern teacher, had tried using student oral reports. Her success with this activity probably insures that she will use oral reports in future units. How many intern or student teachers have met with this kind of success in their initial use of student oral reports? How many in our audience can think back to the first time they, or a student teacher of theirs, tried using oral reports? Do you remember the student who was supposed to report on a 19th century American author and chose to report on James Michener's novel Hawaii? Can you remember the student who read his report, and read it so quickly that he was barely understandable? Do you remember Susie, the little girl in the front row, who came to the teacher the day before her report was due to say that there was no material in the library on her topic?

Often because of lack of planning, organization, or helpful suggestions, a beginning teacher's first experience with student oral reports is enough to insure that it will be a long, long time before he tries again! Miss Smith's success wasn't because she was such a fantastic "natural" teacher. It was mainly because she received specific behavioral suggestions on how to go about organizing and having the students carry our oral reports. She had two sheets of paper which listed fifteen behaviors that she should consider before attempting oral reports. After studying the list she had decided that thirteen

of them would be helpful as guidelines in planning her particular lesson. These guidelines or criteria for the skill of planning and conducting small group work are part of what I shall call the "performance curriculum."

The performance curriculum is a somewhat different approach to teacher education. It represents an attempt to describe the essential features of certain teaching skills as performed by an effective teacher. Basically the criteria for each skill are an attempt at a task analysis. This analysis is based on the observations and experience of classroom teachers who have worked to help produce these criteria.

The basic premise of the performance curriculum is that much of teaching consists of acts or behaviors. Certainly attitudes, personality, intelligence, and many other factors affect the success of a teacher, but all of these factors contribute to produce certain acts or behaviors of the teachers. By studying teachers' behaviors, we can identify what it is that makes one teacher's introductory remarks more interesting than another's. Why does one teacher have such great success in working with small groups, whereas another meets with minimal success? Why do the students of one teacher give such excellent oral reports, whereas those of another teacher flop miserably? What does the first teacher do differently in helping the students prepare for their oral reports? Why do the students of one teacher seem to do so much more in biology laboratories than another teacher's? Why are the French students of Miss Jones able to pick up more quickly the proper accent and intonations than the students of Mr. Johnson? The examples could go on and on with each one demonstrating that in various activities one teacher meets with success while other teachers do not.

Many teacher educators have tended to ask these questions from the perspective of learning theorists, child psychologists, or sociologists and tend to interpret practical problems as a lack of theoretical understanding. An example would be the problem of individual differences. We observe a teacher not

accounting for individual differences in a classroom. Do we assume that this teacher doesn't recognize that individual differences do exist? Or is the teacher cognizant of the differences, but unable or unprepared to cope with them? I would argue that the problem is not that teachers don't recognize the existence of individual differences. It doesn't require a great deal of time or a large number of examples to convince the novice, be he a student teacher, intern, or beginning teacher, that these differences do in fact exist. Rather than belaboring this point I believe teacher educators should help beginning teachers to seek alternative methods of coping with these differences. Beginning teachers need specific suggestions and alternatives for handling these individual differences. This has been a weakness of many teacher education programs. We have all heard the criticism that the trouble with education courses is that they are all theory. "Wait till you get into the school and meet the real world," beginning teachers are told by experienced hands. The problem is that all too frequently we have been guilty of this charge. How prepared are our graduates to face the real world in the schools? How do we, how can we, best help them to face these problems?

An approach used in the past has been to explore the nature of the "good teacher." Is he democratic or authoritarian? What are his personality traits? Is he strict or permissive? Warm or cold? Much research has been done trying to solve the mystery of the "good teacher" on the assumption that if we know the characteristics of the "good teacher" we can recruit personnel into the profession who have these characteristics.

I doubt that we, as teacher educators, can do a great deal to change the personalities of our teacher trainees. We do not usually have close enough contact for long enough periods of time to reshape the personality patterns of our trainees. We can, of course, affect to some degree, their attitudes and beliefs, but rarely can we change a person's personality to fit a certain

mold which we believe is the ideal teacher. And still another question is whether we should, if we could. Should we not recognize the individual differences which exist among our trainees and help each to develop his own teaching style and personality? After all, many different teachers, all with different personalities achieve good results in the classroom. There is no one set of personality characteristics which are common to all good teachers.

Studying the successful teacher's personality characteristics is thus not very fruitful. A more successful approach to helping trainees in the real world of the classroom is, in my opinion, to try to identify certain teacher behaviors which have proved, or which we believe to be successful, and then train teachers to shape teaching activities so that they reflect these skills.

What are the kinds of teacher activities that most often occur in the classroom? Are there certain things which almost all teachers do no matter what the subject area? Are there certain activ ties which are unique to each subject field? The answers to these last two questions are yes. For example, almost all teachers at some time or another make assignments, review assignments, monitor in-class assignments, construct and use tests, lecture, lead discussions, work with small groups, and use audio visual aids. Many teachers also engage in such activities as introducing units, summarizing units, having students give oral reports, giving individualized assignments, or trying problem solving using inductive techniques. On the other hand, the science teacher with his laboratory work engages in some activites which the social studies and English teacher do not. The same can be said of foreign language, art, music, physical education, and mathematics teachers.

But the point is that both across and within subject areas there are certain behaviors or activites which teachers perform frequently. All too often teacher educators tend to assume that their beginning teachers can do these [redacted] activities and that it is beneath the teacher educator to be concerned

with this type of activity. I maintain that many, if not most, beginning teachers cannot adequately direct the type of activities I have mentioned. They need to be shown some of the various alternatives for lecturing techniques, for leading discussions, for reviewing assignments, for organizing and directing small group work. Are we telling them how or are we assuming that if we concern ourselves with advice and lectures on child psychology, learning theory and sociology, they will be able to bridge the gap to the behavior demanded of them in the classroom?

For anyone who has been exposed to an expert teacher there can be no doubt that much of teaching <u>is</u> an art. But just as the beginning artist must learn to mix his paints, practice his brush strokes, and perfect certain techniques and skills before he completely develops his own style of painting, so too, does the fledgling teacher need to be trained in particular teaching skills under differing conditions, and to have his effectiveness evaluated. Like the artist who must build up his repertoire of skills and techniques before painting masterpieces, the beginning teacher also needs to develop under the watchful eye of a master before he can call upon his repertoire of skills to best solve the educational problems with which he is confronted.

Teacher education must become behavioral. Too often teacher educators have left prospective teachers on their own to try to translate the knowledge of psychology, sociology, anthropology, and other sciences, into teaching behaviors in the classroom. I contend that the gap is too great for many to make the jump successfully. Certainly an ultimate goal for all teachers is that they should grow and develop their own styles of teaching based upon a thorough knowledge and understanding of educational psychology, philosophy, sociology, and other relevant disciplines. But this comes with experience. What beginning teachers need is more help in translating what we know about learning to actual teaching behaviors. But in many cases the teacher educator's response has been less than adequate. He has been content to expose the trainee

to the literature and let the trainee apply it to his own situation. I maintain that in many teacher education programs not enough help has been given the trainees in making this very important translation.

The teacher must be the clasroom decision maker. This is a most desirable goal. But of what use is decision-making to him if he cannot implement decisions once he has made them? He must be trained to diagnose a situation and then select the methods or skills under his control which best meet the needs of the situation. But he must first have these methods or skills under his control. If there are certain skills or behaviors that he does not have, then the range of possible solutions to various problems has been reduced. He has been immeasurably handicapped. The more alternatives he has at his disposal, the more likely he is to be able to motivate students, find proper methods of individualizing instruction, or organize his instruction to most efficiently achieve his goals. Unless much of the teacher's training is focused upon these activities, we are heaping upon him the whole burden of making his teaching behavioral even though he has not been trained in a behavioral manner.

Robert Mager has said that teachers tend to spend much time teaching those things that are difficult to teach, and those things that are difficult to teach are frequently unimportant to teach. While on the other end of the spectrum, some things are simple to teach and take only a few seconds to teach, but are critical if the students are to perform well at all.[1] I think that much of what he says is applicable to teacher education. Have you ever seen a lesson stagger because, on the previous day the teacher had not clearly explained the purpose of the homework assignment, the procedures expected of the students, the basis for evaluation of the lesson, and the due date? Have you ever seen discipline problems arise in a classroom because the teacher did not make allowance for those students who completed a task early? Have you ever sat through an hour

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1. Robert Mager in a speech at Stanford University on November 25, 1966. Recorded on video-tape.

of boring student oral reports which might have been interesting had the teacher taken the time to clarify for each student his responsibilities regarding the breadth and depth of the report, or had instructed the students in some relevant public speaking techniques? Have you ever seen mathematics students become confused because the teacher kept leaving old formulas and derivations on the board so the students were unable to clearly follow the teacher's explanation? Such problems occur frequently. The teacher's lack of awareness of these points often impedes the aims of the lesson. It certainly does not demand a great deal of time or energy on the part of the teachers to become aware of what is causing these problems and how they can be corrected - IF someone will point them out to the teacher. All of these above examples are small things, but they assume major importance if they impede the goals of the lesson. Should we assume that beginning teachers can and will take care of these small problems on their own? All too often I'm afraid we have done exactly this, and all too often these small problems have become major stumbling blocks in the path of the teacher in his quest for excellence.

It is to alleviate these types of problems that the performance curriculum has been constructed. Most of us would agree that some of the skills and their criteria, such as individualizing instruction and teaching by inductive techniques, are areas which require major consideration on the part of teacher educators, as well as on the part of the teachers. Other areas, such as making and reviewing assignments, and introducing units, seem by themselves to be trivial. And yet often the lack of executing these skills well, prevents the teacher from achieving his more important goals. Some of the criteria of these skills need only to be called to the teacher's attention and the lesson would proceed smoothly. But when they have not been brought to his attention, he is unaware of how their neglect will often trip him. I am urging that we ask our teachers to walk before they run; to demonstrate competence in teaching

behaviors which, although often routine, occupy a great deal of the teachers' time and energy in the classroom. When these skills have been mastered by teachers, then we will see many more masterpieces in the classroom.

A general performance curriculum has been developed at Stanford University which consists of skills that are applicable to most subject areas, and a curriculum designed specifically for foreign language teachers. Work is presently in progress to formulate a performance curriculum for both social studies and science teachers.

At this juncture I believe it would help to list the skills presently composing the general performance curriculum and then to read the criteria of one example skill -

GENERAL SKILLS

1. Making Assignments
2. Monitoring In-class Assignments
3. Testing Procedures
    a. Constructing tests
    b. Preparation for Tests
    c. Administration of Tests
    d. Using Test Results
4. Introducing a Unit
5. Summarizing a Unit
6. Lecturing
7. Teacher-led Discussions
8. Small Group Work
9. Using Audio-visual Aids
10. Using Oral Reports
    a. Preparation
    b. Presentation

11. Individualized Assignments or Study

12. Problem Solving (By an Inductive Technique)

13. Review and Correction of Assignments

14. Panel Discussions

    a. Planning

    b. Conducting the panel

SMALL GROUP WORK

The Teacher:

1. Insures that the students are prepared or have sufficient experience to discuss the topic.

One of the most frequent reasons for the failure of small group work is that the teacher may ask the students to discuss a subject about which they have very little knowledge. For example, an interesting current events item may have appeared in the paper recently and the teacher may ask the students to discuss the event in small groups, not checking to be sure that the students know enough about the topic to have formed opinions regarding it.

2. Utilizes small group work: (1) to achieve expression of individual opinions, (2) when small group organization will facilitate project work, (3) when solutions to problems are sought, and (4) when maximum student interaction is desired.

The point of criteria #2 is that small group work is appropriate for certain aims or purposes and not for others. I want the teacher to consider this and not resort to small group work because "we haven't done it for a long time."

3. Develops with the students a rationale for using small groups for this particular lesson.

The emphasis here is upon explaining to the students why they are going

to work in small groups. If they understand the logic behind this activity they are much more apt to respond and try to accomplish the objective. If the teacher just says, "Today we are going to work in small groups," the students may cheer or they may groan or say nothing. In any case, I believe better results will be obtained from the activity if the students understand the rationale for it.

4. Considers group composition, e.g., ability level, sex and size of group in relation to anticipated goals.

The teacher should arrange the composition of the groups so as to best achieve his goals. In some cases this may mean separating two buddies or letting them work together. It may mean putting the shy girls in a group with other shy students so they will not be outshone and dominated by one of the classroom leader's personality. Many times an improper group composition will destroy the potential of the activity.

5. Arranges the physical environment to facilitate small group work.

This may mean rearranging desks in order to facilitate instruction among the students. If no action on the teacher's part is needed, fine, but at least he should consider this dimension.

6. Provides for instructional materials and equipment for the students' use, e.g., magazines, books, chalk boards, records, etc.

In some cases this may be appropriate and in other cases it may not, but again, the teacher should consider this possibility.

7. Explains the expected role and responsibilities of each student in the group.

This item is extremely important. Unless the students know what is expected of them in small group work they frequently will not produce the proper behavior. If the teacher wants one member of each group to be a secretary and record the important points, the students should know of this

responsibility. If the teacher intends to let each group report to the class as a whole, they should know this in order to be prepared to make some type of presentation. That the students know what they are to do in the small groups should not be left to chance. They should be explicitly told.

8. Checks the progress of the groups to insure that work is moving well.

This means the teacher visits each group quickly to see if anyone is having major difficulties and then

9. When necessary, directs the progress of groups by establishing good group dynamics, sharpening their focus on the problem, or pacing their activities.

10. Incorporates results of small group work into other learning activities.

This may mean that a discussion by the whole class will follow the small group work, or perhaps the small group work was part of a larger project. The point being that there should be some type of follow-up of this activity.

11. Gradually increases students' responsibilities in: (1) topic selection, (2) organization, (3) planning, and (4) evaluation.

The emphasis on this criteria is to try to develop in the students a sense of what constitutes good small group work, and also to foster student-teacher planning, rather than having the activity always decided by the teacher.

Now all of these criteria will not be applicable all of the time when working with small groups. The teachers should look upon these criteria as suggestions and guidelines, rather than hard-fast rules to be followed letter perfect. There is nothing robotish about these criteria. They require that the teacher read them over, noting which ones are particularly applicable to his lesson and his instructional objectives. He is the decision maker - once

the decisions have been made, the criteria are there to help him achieve his ends.

Please note that in the foreign language performance curriculum developed by Dr. Robert Politzer of Stanford University, there are accompanying textual materials for each of the criteria under each skill. A rationale, helpful hints, and examples are presented for each criteria, comprising a booklet which is the focus for the training of beginning foreign language teachers. As of yet, this type of booklet has not been developed for the general performance curriculum, but certainly the same type of rationale, helpful hints, and examples could be, and should be, compiled for each skill in the general performance curriculum.

Some of the skills for which performance criteria have been written in the foreign language curriculum are:[2]

1. Management of audio-lingual activities.
2. Presentation of basic material.
3. Teaching of structure.
4. Teaching of pronunciation.
5. Teaching of sound-letter correspondences.
6. Teaching of reading.
7. Teaching of culture.
8. Using visual aids.
9. Use of electronic equipment (Language Laboratory)
10. Making homework assignments.
11. Testing.

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2. Robert L. Politzer, "Performance Criteria for the Training or Retraining of teachers of French, "Stanford, California: Stanford University, 1966. (mimeographed).

Let me briefly read to you the criteria of the skill, Teaching of Pronunciation, to illustrate how the performance criteria concept is applied in a specific subject area.

TEACHING OF PRONUNCIATION

The Teacher:

1. Is at all times a model for correct pronunciation of the foreign language.
2. Provides sufficient opportunity for imitation and repetition.
3. Makes sure of accuracy through frequent eliciting of individual response.
4. Shows awareness of specific pronunciation problems caused by interference from native speech habits and orthography.
   a. Has the class repeat words containing difficult sounds.
   b. Uses auditory discrimination drills.
   c. Has the class repeat words whose spelling is similar in both the native and the foreign languages.
5. Is constantly alert to error and makes corrections when appropriate.
   a. Isolates problems and demonstrates correct sound production.
   b. Gives brief and concise explanation of sound production when appropriate.
   c. Does not, by positive acceptance, reward incorrect utterances.

Some of the above skills and their criteria demonstrate that there are certain skills unique to particular subject areas. For example, laboratory skills are demanded of the science teacher, but not the English teacher. For those types of skills the teacher educators in various subject areas can behaviorally define the components of these skills, basing their definitions on observation and experience. Much research is needed to help define the criteria; experiments must be performed to tell us what are the most powerful ways of

training teachers in their use. Attempts to determine the most powerful techniques for training teachers in specific teaching skills such as asking probing questions or reinforcing students, have been made by F. J. McDonald, Dwight W. Allen, and Michael Orme in a series of experiments at Stanford University.[3] More research of this nature is needed. As the research is extended, our knowledge as to the most efficient and lasting methods for training teachers in these skills will grow. And as our knowledge grows, so too will the number and variety of performance skills. In this way the performance curriculum can develop until each subject area has a lengthy list of pertinent teaching skills.

However, I do not believe we have to wait for all the answers to come from research before we begin. There will be hundreds of thousands of teachers who will need to be trained before all the answers are in. There are many skills and criteria which have such intuitive and common sense applicability to the teacher in the classroom that they warrant use now. We need research on these skills, but until the research is done, I don't believe we should put the training techniques or criteria for these skills in cold storage. There is much that can be done now, through the use of these criteria, to improve the performance of teacher trainees.

One of the best means of introducing the criteria to the beginning teacher would be to show various models demonstrating particular teaching skills. Suppose, for example, that the skill to be taught to the teachers was that of teacher-led discussions. Several ten of fifteen minute films or videotape recordings could be made of experienced teachers leading discussions. The teacher trainees could then try to identify particular behaviors on the part of the model teachers which they believed contributed to the success

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3. F. J. McDonald, Dwight W. Allen, and Michael Orme, "The Effects of Self-feedback and Reinforcement on the Acquisition of a Teaching Skill," Stanford, California: Stanford University, 1966, (mimeographed).

of the lesson. A discussion could follow in which a list might be drawn up of model teachers' behaviors. The performance criteria for teacher-led discussions could then be passed out and compared to the list which was compiled. Another showing of the model tape with the trainees viewing it in light of the performance criteria might follow.

The trainees should then have the opportunity to practice the skill of teacher-led discussion soon thereafter in a micro-teaching situation or an actual classroom. (Hopefully the teacher educator might also learn from these model tapes and work toward the improvement of his own classroom teaching.) A supervisor could view the lesson and provide the teacher trainee with immediate feedback. In this manner the trainee will have seen a model demonstrating the desired behaviors, viewed the tape again with the performance criteria of the skill in mind, and practiced the skill under close supervision with immediate feedback on the results.

A micro-teaching situation with small numbers of students and lessons of short duration provides excellent opportunites for practicing these skills. Our friend, Miss Smith, had practiced several skills in the micro-teaching laboratory during the summer quarter of her internship training. She and the other interns received instruction in a particular teaching skill, and on the next day practiced this skill in the micro-teaching laboratory. She prepared a short lesson of about five minutes duration in her subject field, English. She taught the lesson to a group of four high school students who had been trained to evaluate the lesson according to the specific criteria of the teaching skill. This lesson was also observed by her supervisor and was video-tape recorded. At the end of the lesson, the students gave their evaluations to the supervisor and then left the room. The supervisor reviewed the comments with Miss Smith and added some of his own. He then replayed parts of the

video-tape recording which emphasized the points he was trying to make. Miss Smith had the opportunity to see herself on television almost immediately after she had taught the lesson. She did not have to reconstruct the lesson in her own mind; it was reconstructed for her on the television screen.

Miss Smith then left the room to prepare to teach the same lesson again to a different group of students, incorporating the supervisor's suggestions for improvement. Fifteen minutes later she retaught the lesson to different students, and the same procedure was repeated. The basic model was one of a teach, critique, reteach, and critique again cycle. This model employs cybernetic principles of immediate feedback and immediate opportunity to incorporate that feedback into the teaching act.

Throughout the student or internship teaching this sequence could be repeated many times with new skills. After exposure to a certain number of new skills, a period should come in which the teacher trainees and the supervisors concentrate on achieving competence in these skills. After the supervisor has determined that competence in all or most of the skills has been attained, new skills can be introduced. By the end of the teaching year, each teacher trainee will have achieved a certain level of competence in important skills of teaching. He will know that he can lead discussions, organize and carry through efficiently small-group work, give lectures, make assignments, introduce and summarize units, etc. And the college personnel involved in the teacher education program will also know that this teacher can execute skills important to successful teaching.

One of the main purposes of a teacher education program, I believe, should be to build up teacher competence in a number of these skills. For example, if at the beginning of a teacher education program the mathematics teachers knew that during their laboratory, micro-teaching, internship, or

student teaching experiences they were expected to meet performance criteria in 10 - 15 important teaching skills pertinent to the mathematics field, they would then be able to focus much of their attention on these criteria and attempt to achieve competence in each of these skills. Having achieved competence in any one of the skills constituting the "performance curriculum," they could then switch their attention to one or more other skills which comprise the "performance curriculum."

For any professional teacher educator faced with the annual problem of assigning grades to student teachers, the performance curriculum can provide valuable assistance. How subjective is the grading of trainees in their student or internship teaching! Often the supervisor will just decide at the end of the year that a teacher has done a C+, or an A- job, relying completely on his impression over the year. A partial remedy to this situation might be to have a part of the teaching grade determined by an accumulative average of each of the skills comprising the performance curriculum. For example, if there are fourteen skills in the performance curriculum, the two highest evaluations of each skill can be used to help determine the teaching grade. In this way, if the trainee were especially strong in a particular skill, he might ask his supervisor to oberve him only twice demonstrating that skill. If he were weak at a particular skill, he might want to be observed four or five times on that skill. Previous poor performances would not hurt his chances for a good grade. When the time arrives to grade this teacher, each supervisor will have a record of the teacher's performance on each skill and will have more objective evidence at his disposal for helping to determine a grade.

One of the supervisor's main objectives should be to encourage the trainee to analyze his own performance in terms of its strengths and weaknesses. The trainee should not become dependent upon someone else to

analyze his performance, for after his certification he will rarely receive a diagnostic type of supervision. Most supervision of certified teachers is an evaluative type -- whether or not to rehire or to grant tenure -- rather than a helpful, diagnostic type of supervision. In the absence of good supervision in future years, the trainee should be encouraged to diagnose his own strengths and weaknesses, and compare his analysis with that of his supervisor. The supervisor should discourage a feeling of self-satisfaction in the trainee. The trainee should be encouraged to think of why a particular lesson went so well, or ways in which it might have been improved. When trainees have developed the habit of analyzing their own teaching performances, instead of quickly reaching performance plateaus, they will continue to grow and improve for years to come.

Supervision, too, can be tremendously strengthened by using the performance curriculum. Since the criteria of each skill provide a standard to which the beginning teachers aspire, supervision can be more focused and specific than it has been in the past. Most appraisal instruments of teacher performare of a general nature dealing with the teaching act; the supervisor usually considers broad areas such as aims, planning, performance, and evaluation when observing lessons. This type of appraisal instrument is fine for looking at general teacher competence, but it is inadequate if the supervisor wishes to focus on a specific teaching skill, such as small group work. The general appraisal instrument gives no specific guidelines, nor does it hold up standards which are of concrete help to the neophyte teacher. The general appraisal instrument lacks enough specificity to be of real use to the beginning teacher in the training of behavioral skills.

How much better would it be if the supervisor could take out of his briefcase a file of performance criteria, and then observe, comment, and rate the

teacher with an instrument specifically designed for the particular skill the teacher happens to be using. This would, of course, necessitate construction of many performance criteria for many teaching skills, but the payoff would be tremendous. The supervisor would not be tempted in his conference with the teacher to apply the "shotgun" method of supervision wherein the supervisor prepares a long list of mistakes that the teacher made during the lesson, and proceeds during the conference, to fire off this list at the teacher in expectation that he will remember each one and will proceed to change his behavior with regard to each point. By using a performance criteria system, the supervisor will limit himself to one, or possibly two, skills that he intends to discuss with the teacher and in which he hopes to obtain behavior change. In this manner the supervisor can continue to focus his and the teacher's attention on a skill until a certain level of improvement is made. When this level is reached, he will then work with the teacher on other teaching skills. Perhaps the supervisor could work on two or three related skills at the same time. Whether to concentrate on one skill until criteria has been reached before proceeding to the next skill, or to work on two or three skills simultaneously, is an empirical question which should be answered by research.

The burden of responsibility for trying these skills should be put upon the trainee. He should notify his supervisor when he is going to attempt one of the skills in class, and arrange to have the supervisor visit him. In this way the trainee has the opportunity to present his best effort and won't feel that the supervisor has "surprised" him on a bad day. Of course, occasional surprise visits sometimes serve a good purpose.

The concept of the performance curriculum is not one of just mechanical

competence in certain teaching skills. Along with his gaining proficiency in the skills, the teacher trainee should be encouraged to become a professional decision-maker. The trainee should decide when to use the appropriate skill and which criteria meet the aims of instruction and the needs of the pupils. The teacher is the instructional manager of the classroom and, as such, must make decisions as to the appropriate method of achieving the instructional goal, when the particular method should be used, and what activities should precede and follow it. The supervisor should question the teacher trainee as to whether he ought to be lecturing if the material could be better learned by silent reading followed by a discussion. These decisions face the professional teacher every day. The beginning teacher must also learn to make decisions such as these. With performance skills clearly mastered the teacher can concentrate on the individualization of instruction, working with the students to develop their talents and interests. He has more alternatives available to individualize instruction, motivate students, and improve the effectiveness of his instruction. Now he will be able to develop his own unique style that will reflect the essential art of teaching. Having learned how to walk, he can now run.